



A Scavenger Hunt . . . through the **Common Core State Standards** for *English Language Arts & Literacy in History/Social Studies, Science, and Technical Studies*

Directions: Knowing where to find information is just as important as knowing the information. A question can be answered easily and effectively when one knows how to use the available tools. Using the Common Core State Standards in ELA, search through this new document and find the answers to the following questions.

1. According to the *Table of Contents* what are the three types of Reading Standards in the K-5 grade cluster? (Page 2)

1. Literary

2. Informative

3. Foundations

2. Which one of the three types of Reading Standards found in the K-5 Reading Cluster does not exist in the 6-12 clusters? Foundations (Page 2)

3. Finish this statement from the *Introduction*: (Highlight this statement in your CCSS booklet)

It is important to note that the 6-12 literacy standards in History/Social Studies, Science, and technical Studies are not meant to replace content standards in those areas, but rather to supplement them. (Page 3)

4. What does CCR stand for in the *Introduction*? (Highlight this statement in your CCSS booklet)

College and Career Readiness (Page 3)

5. Complete this statement from the *Key Design Considerations* section: (Highlight this statement in your CCSS booklet) (Page 4)

Students advancing through the grades are expected to meet each year's grade specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the College and Career Readiness standards.

6. According to Key Design Considerations, what is another document (besides the CCSS) that calls for a special emphasis on informational text? (You may want to mark this page as a reference) (Page 4)

The 2009 Reading Framework of the National Assessment of Educational Progress

7. Find the *Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework* and the *Distribution of Communicative Purposes by Grade in the 2011 NAEP Framework* charts. What conclusion can you arrive at about the changes and how they will affect the level of shared responsibility for students' literacy development? (You may want to mark this page as a reference) (Pages 4&5)

NAEP requires a high and increasing proportion of informational text on its assessments as students advance through the grades. A great deal of informational reading must take place in ALL content areas.

8. Finish the following statements about *Students Who are College and Career Ready*:

They demonstrate independence

They build strong content knowledge

They respond to the varying demands of audience, task, purpose, and discipline

They comprehend as well as critique

They value evidence

They use technology and digital media strategically and capably

They come to understand other perspectives and cultures (Page 7)

9. According to *How to Read This Document*, what is included in each of the three Appendices in the CCSS? (Page 8)

A. Supplementary material on reading, writing, speaking and listening, and language as well as a glossary of key terms

B. Text exemplars illustrating the complexity, quality, and range of reading appropriate for various grade levels with accompanying sample performance tasks

C. Annotated samples demonstrating at least adequate performance in student writing at various grade levels

10. Mark the first page of each Standards Strand in the CCSS with a sticky note or bookmark. (Pages: 10, 18, 22, 25, 35, 41, 48, 51, 60, and 63)

11. What are the four specific categories by which each of the standard **READING** strands are organized? One has been filled in for you. (Pages: 10, 14, 35, and 60)

1. Key Ideas and Details

2. Craft and Structure

3. Integration of Knowledge and Ideas

4. Range of Reading and Level of Text Complexity

12. What are the four specific categories by which each of the standard **WRITING** strands are organized? One has been filled in for you. (Pages: 18, 41, and 63)

1. Text Types and Purposes

2. Production and Distribution of Writing

3. Research to Build and Present Knowledge

4. Range of Writing

13. What are the three “text types” covered in each of the *Common Core Writing Strands*?

Highlight your grade-level-cluster columns.

(Pages: 18, 41, and 63)

1. Argumentative

2. Informative/explanatory

3. Narrative

14. What does the asterisk (*) represent in the *Language Progressive Skills, By Grade Charts*?

The asterisk (*) are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

(Pages: 18, 41, and 63)

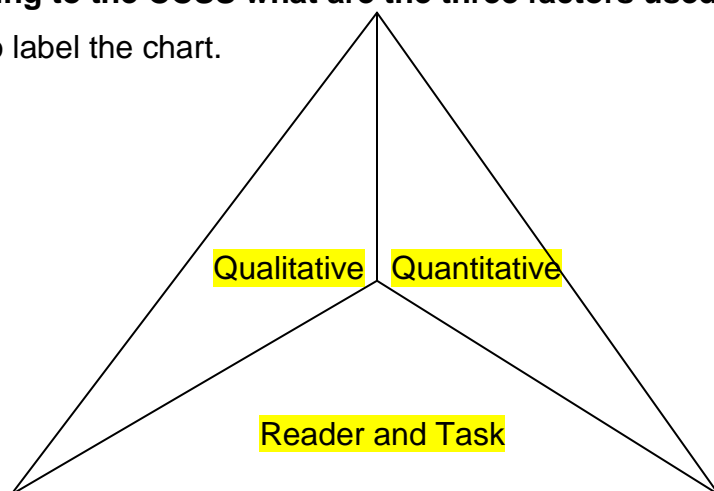
15. In which Appendix could you find more detailed information on *Measuring Text Complexity*?

Appendix A

(Page 57)

16. According to the CCSS what are the three factors used when *Measuring Text Complexity*?

Use them to label the chart.



17. How are the Reading & Writing Standards organized for *Literacy in History/Social Studies, Science, and Technical Subjects 6-12*? (Pages 60 – 66)

Grades 6-8 students, Grades 9-10 students, and Grades 11-12 students. The Reading Standards are divided by content and there is only one set of Writing Standards.

18. Review the “*What is Not Covered by the Standards*” section in the CCSS booklet and record both an AHA! moment and an OH NO! moment.

AHA! _____

OH NO! _____

19. Make some notes for yourself to take back to your classroom, your building, your district, and your peers that you feel will help you move forward with implementing the Common Core State Standards into your classroom. _____
